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THE
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AUGUST 1867.

Volume XX.

W. P. ATKINSON, Editor.

Number Eight.

ON THE STUDY OF THE CLASSICS.

BY REV. THEODORE D. WOOLSEY, D. D., PRESIDENT OF YALE COLLEGE.

[The following paper forms one of a series of twelve by as many College Presidents, which, under the title of *Advice to Young Men*, the enterprising Mr. Robert Bonner is now publishing in the columns of his *New York Ledger*.]

In a country like ours, which lives on hope rather than on memory, which is prone to slight history, as if it furnished no rules nor precedents for our new experience, which regards the man of the past as the child, and the man of the future as destined to be the mature representative of the human family, it is natural that the study of the classics should be held by many to be useless, and hardly worthy to form a part of the American system of education. On the other hand, some go to the opposite extreme from a dislike to the prevailing tendency towards the practical, and maintain that no education is worthy of the name, the staple of which does not consist of the ancient classics. To steer between these parties, each of which only holds half the truth, will be our aim in our present remarks on classical studies. We are far from believing that an education founded on them alone would be the best one. We do not deny that an education into which they do not enter

may be in some respects a very good one. Our position is, that they have some peculiar advantages in training the mind, in cultivating the taste, in bringing the influences from the past into harmony with those from the present, and that it is not easy to find a substitute for them, nor to discard them without disaster to our discipline and our cultivation.

There are studies which have a worth for their own sakes, or, to express the same thought in its highest form, because they reveal to us the thoughts of God. There are other studies which train us for all thinking and all acquisition, but which are rather instruments than ends. It would be no great loss for the grown-up man to forget Algebra and Euclid, although they may have been most important means of fashioning him into his present intellectual shape. He could not have become the man he is without their help. To this second class belongs philology or the study of language. Its main use is as a means, although it is by no means without worth for what it contains in itself. The two classes of studies hold a relation to one another something like that of fixed capital to circulating, in political economy. Without fixed, we cannot produce circulating capital to the same advantage, if at all. The fixed capital is but a means, yet no one finds fault with it because it is not turned into money but retained for future production. It is more productive in its present shape.

The first point which asks for our consideration, when we look at classical studies, is their agency in training the intellect. To illustrate this, let us first look at the study of language in general, no matter what the language studied may be. Here the materials for the mind to work upon are words themselves as signs of thought, alone or in combinations, and their forms and relations, or what we call Grammar. Grammar, as it used to be taught, was a dull and deadening study, a picking up of chips and a putting of them into the basket of the mind: but as it is beginning to be taught it reveals to us a power of language-making now extinct, which joined little words to roots or general expressions for ideas, and out of their union created a vocabulary capable of almost boundless expansion. In our modern tongues which are broken down and half in ruins, this process does not appear; but the classical tongues are nearer

to the period of formation, and retain evident marks of the original plan. Then, again, in these languages the fulness of inflections which the moderns have lost, is connected with a most refined syntax, the study of which is of high use to the logical faculty.

But passing beyond Grammar to words as expressions of thought, we notice first the single word which is instinct with life, and has passed, like nations and like the material world, through a series of transitions, to which the imagination, the power of abstraction, usage and other causes, have contributed. The single word, however, and grammar are but preparatory for the next and main thing to be noticed, for sentences, paragraphs, entire works. Here the task for the individual is to enter into the thoughts of his fellow-men through the past ages, to gather to himself what the wisest and most gifted of the race have collected and placed within his reach. The process by which this is done we call interpretation, and the study of the classics consists of endeavors to ascertain their meaning. Now we claim that this study, faithfully pursued, is its own reward, and would greatly strengthen the mind if there were nothing of elegance in the style, nothing of value in the thinking of the ancients. The art of interpreting is one which calls forth various faculties of the human mind. The lawyer in his profoundest arguments on points of law is but an interpreter; the theologian has the same office when he discusses the meaning of Scripture. The exercise of our powers within the field of our own language is comparatively small; the task is far greater when we attempt to understand men of other times, of old ways of thinking, of other languages, institutions and religions.

In our efforts to explain an ancient document, the judgment is continually on the stretch. A word of many senses must be brought into harmony and rational connection with other words of like kind. A sentence must have a relation to another sentence such as our reason approves. We advance to larger divisions, comprehending as we go, until the idea of a whole work is before our minds. In all this we are constructing a product of thought over again, we are estimating probabilities, balancing arguments for this or that interpretation, exercising our independent judgments according to our ability. If wrong, we learn by our mistakes, and

the training pays for itself in spite of our mistakes. There is thus a continual activity of the logical faculty called forth in the study of language, especially if that language differs considerably from our own.

Concerning this discipline we have several remarks to make. *First*, it is eminently a practical discipline, since it consists in rapidly estimating the probability that this and that word have this and that sense, that such a clause stands so related to such another clause, and one sentence continues and harmonizes with the meaning of another. These logical processes are the same in kind to those of the lawyer and the preacher. Hence the inference is a direct one that such a training is eminently adapted to be a preparation for these learned professions. And the same remark will hold good in regard to the study of all the moral and political sciences.

In the *second* place, this discipline is fitted to make logical writers and thinkers. We do not say that it will form good writers or sound thinkers as a matter of course, for the mind of the individual may be natively murky or awkward or dull. But what we mean to say is that the habits formed by philological training almost compel a man to avoid ambiguities, to be consecutive, and to have his subject mapped out in his mind.

Thirdly, as in the interpretation of written documents, so in decisions on all the probabilities of life the study of language is of great use. It promotes the practical habit of rapid judgment on probable evidence, of which we have already spoken. We think, therefore, that the author of "Ecce Deus" speaks the truth when he refers to the "admitted effect of high classical culture upon the discussions of general questions of political and literary life." "The man," says he, "who has been thoroughly drilled in ancient literature will, other things being equal, be better able to discuss subjects of common interest, to trace their bearings and forecast their consequences than the unlettered man; not that there is any very patent connection between philology and polities, but because of the severe intellectual discipline and consequent self-mastery which such drill necessitates."

But, again, it is a corrective of a one-sided tendency of mathematical study. That study is of great importance in education,

but as it has to do with demonstrative evidence only, it will, if exclusively pursued, unfit us for practical life. Life is controlled by probabilities, but mathematical science knows only absolute certainties. The tendency to scepticism and unpractical judgments which mathematics, notwithstanding its excellent effects in training the mind, is apt to generate, is met and corrected by another discipline, that of language, which favors sound practical sense, and puts our minds in trim for the interpretation of the probabilities of life.

But it may be fairly asked, why a modern language cannot have the same healthy influence on the mind, besides furnishing the learner with an instrument which may be of the greatest use in the affairs of life, and with a key which may unlock vast stores of modern literature and science.

The answer is two-fold. First, while we admit that the discipline in learning all languages is the same in kind, we contend that it is not the same in degree. The modern languages are spoken or written by men of our own civilization, of our own times, who think like us, whose stock of thoughts is much the same as ours. It is plain that the effort to learn, the drill and exercise in learning such languages, must be much less than in overcoming the difficulties of one of the ancient tongues. But in the *second* place, the acquisition of those tongues is an excellent preparation for an easier and speedier acquaintance with modern languages. This is owing not only to the philological skill which classical study cherishes, but, in the case of several of the existing European dialects, is due to the fact that they are daughters of the Latin, with a stock of words derived from Latin roots, and with a grammar, broken down indeed, but showing everywhere traces of its Roman parentage. We have little question that if the object were to teach the four principal Romanic languages,—Italian, Spanish, Portuguese and French,—and if four years were assigned to this task, that the pupil who was trained exclusively, during the first two years, in the classical tongues, and gave the next two to the languages in question, would have a better mastery over them at the end, than he who should be put through the whole of the period to the study of the modern tongues alone. No time, in fact, would

have been lost. The introductory studies would have paid for themselves, both by their superior discipline, and by the greater facility which they had imparted.

Another benefit to be set to the account of classical studies is their aesthetic culture. The forms in which thought is expressed appeal not only to the understanding and the logical power, but to the emotions and the sense of beauty. It is of the highest importance that the last be cultivated, else we train up men of naked intellect, of a baldly practical character, without any generosity, warmth, or loftiness of soul. The refinement of the taste, it is true, goes on as long as life lasts, and is mainly drawn from books in the English language to which we have access. All the literature of the whole world besides has less power over our souls than the writers of our own dear mother-tongue. But granting this, we claim that if outside of our own language there is a literature superior in its forms and its finish to others, it may be serviceable in forming our taste, in increasing our sensibility to beauties and defects of style, in raising our standard of literary execution, in impressing us, by its grace or its majesty, with the perfection which man can reach in the art of composition. Such a literature is that of the classical tongues, especially of the Greek. M. Guizot, in comparing ancient and modern civilization, expresses himself to the effect that ancient literature is superior in form and style, and modern in variety and depth. In accordance with this view is the fact that modern style and modern taste have always drawn healthy influences from ancient. It was so at the revival of classical study in Italy; it was so in Milton's days; it is so even now. Such a master in composition as Goethe, to whom all times and lands paid tribute, could never have become what he was without having inhaled the breath of classic elegance. In the most finished works of the ancients we find all the materials for elevating and refining the taste. Rhythm of linked words, poetical measures most varied, delightful, and fit for every feeling and every mood, wonderful variety and freedom in the construction of sentences, taste in composition which either by instinct or by study produces something finished and exquisite, a calculation of the parts of a work with reference to the whole so nice and skilful as to resem-

ble the organism of the most elegant living forms—such qualities as these, which appear in the best ancient classics more than in any others down to the present time, cannot fail to nourish the sense of beauty, of harmony, of fitness, even in the most ordinary minds.

But besides refining our taste, so that we are enabled to write our own language better and to judge of its writers better, classical study gives us a better idea of the meaning of our English words, and of the component parts of our mother tongue. English, we regret to say, is a very composite language. The Norman conquest extinguished the life of the Anglo-Saxon, and brought in a multitude of words from the French, which were generally of Latin origin. The revival of letters and the study of Latin added to our stores of words from this new source, and modern science has imported a new stock, pedantic enough in form and sound, from the Greek as well as from the Latin. Our language, therefore, having unhappily lost its native power of composition and derivation, resorts to the extinct tongues, as the Roman barons of the middle ages built their palaces by the help of the grand ruins with which the city was filled. It is obvious if such be the fact, that a knowledge of Greek and Latin must be of great use, both in suggesting the meanings of a vast number of words which are dark to the English mind, and in making easier the comprehension of those terms which need a scientific interpreter. But in addition to this, we may say that he who is able and accustomed to trace the meanings of our words back to their sources has found for himself a very high enjoyment. He has a vivid sense of the powers with which language is invested. Words which are dead to other persons are alive to him; and there is often vast beauty spread before him, when he discovers how by some figure, some elegant transition, these descendants of Greece and Rome, these wanderers from the old world, have become introduced into our modern English with the full rights of citizenship.

The last advantage to be drawn from classical study which we mention is, that it greatly helps our conception of ancient history and of ancient civilization. The history of the olden times, though written by a Grote or a Merivale, brings us into contact with a world strange to us and unlike ours. Indeed the more skilfully the history is written, the more will the contrasts between the ages

be made to stand out. But it is one thing to become familiar with events and quite another to penetrate into the thinking, the religion, the morals, the polities, the art of a different civilization. This is best done by becoming acquainted with the documents of the form of society in question. Its history teaches us not only what has come to pass in a certain part of the world, but how its own historians, such as Thucydides or Tacitus, have viewed their times. Its religion and morals tell us what the need was of such an appearance as that of Christ in history, and what was the difference between the times as they are counted down to His birth and the times as they flowed from His birth onward. There is a vivid impression going with the adequate study of classic authors which history in modern hands cannot wholly reproduce. A man can become an accomplished geographer without ever stirring from his closet; but how much more lively is his sense of the reality of the world, how much more just his estimate of it who has travelled over even a small portion of its surface. So acquaintance with classic authors gives life to the olden times; the haze that settles on the remote landscape is in part dispersed, and we gaze on the distant mountain without the danger of taking it for a cloud. Nor is it too much to say that no man is so capable of appreciating the claims on our faith which are made by a historical revelation like Christianity as he who, through his familiarity with ancient records, can form a clear picture to himself of the time when our religion was brought into the world.

Our advice to young men would be—first of all, not to be one-sided either in regarding any one kind of discipline as able alone to meet all the wants of the mind, or in despising any discipline to which high importance has been ascribed by thinking men. That discipline, surely, from classical study, to which poets like Tennyson and public men like Everett and Gladstone owe a large part of their culture, is not to be lightly thought of. If it bore the single fruit of training the judgment and the reasoning power—if, to use the expression of another, it only taught us what the word *therefore* denotes, it would do for the mind what perhaps no other discipline can do as well. And if, afterwards, its stores of words and of things were to be stolen out of our memories by the hand of Time,

it might still claim to have wrought something of great importance within us. But if, besides this fruit, it bears for the faithful student those other fruits which we have noticed in the course of this essay, it certainly deserves to be called a many-sided, most useful discipline, and is not likely to be superseded by others or to become obsolete.

MUSIC IN BOSTON PRIMARY SCHOOLS.

[The following is taken from the Report (by Dr. J. B. Upham) on Music, to be found in the last annual volume of Boston School Reports:]

In the *Primary Schools*, under the faithful and intelligent supervision of Mr. Mason, the plan of a more thorough and comprehensive instruction in music is now for the most part permanently established, and is already showing forth its beautiful results. The Chairman of the Committee on the Annual School Report gave, last year, in the body of his Report a *résumé* of the programme of instruction in singing in the Boston Primary Schools, as adopted in the sixth, fifth, fourth and third classes. This programme, with some present modifications, and as now carried out more fully in the plan of instruction through the second and first classes, may very properly be re-inserted here.

It is as follows:

PROGRAMME OF ELEMENTARY INSTRUCTION IN SINGING IN THE BOSTON PRIMARY SCHOOLS.

Requirements for the First Year (Sixth and Fifth Classes).

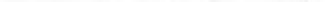
(1.) Pupils shall be taught to sing *by rote* all the exercises and songs with words of the first seventeen pages of "Hohmann's Practical Course in Singing," Part I.; also to sing the scale, ascending and descending, by the scale names, One, Two, Three, Four, Five, Six, Seven, Eight, and by the syllables, Do, Re, Mi, Fa, Sol, La, Si, Do.

(2.) They shall be taught musical notation from the black-board,— the pupils to copy the notes and other signs upon their slates to the following extent, viz :

(a) Notes, short and long,

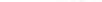
(b) Measures, Bar and Double bar,



(c) Rests, short and long, 

(d) The Staff,  Degrees (Lines and Spaces).



(e) The G clef, 

(f) The first six sounds of the scale, in the key of G, written upon the staff with the **g** clef,



(g) The signification of the following letters p , pp , f , f' , mf ;

also the repeat,

(3.) Music charts for daily practice.

(4.) Other songs and exercises at

teacher.

Second Year (Fourth and Third Classes).

(1.) Continuation of Songs through Hohmann's Part I., *by note*, with a view to the pupils' learning the same *by note*; also the following additional characters in musical notation:—

(a) ፩ ፩ ፭ ፭ | ፩ ፩ ፭ ||

(b) 

(c) #, b, \natural , and \odot

(2.) Double, triple, quadruple, and sextuple time, including Accentuation and manner of beating the same.

(3.) Music charts for daily practice; also miscellaneous songs and exercises, at the discretion of the teachers.

Third Year (Second and First Classes).

Pupils for transfer to the Grammar Schools should be able

(1.) To sing all the songs and exercises in Hohmann's Practical Course, Part I., *by note*.

(2.) To describe, by its intervals, the Major-Diatonic Scale.

(3.) On hearing a musical phrase, to tell in what kind of time it is; also to describe double, triple, quadruple and sextuple time, including Accentuation and manner of beating the same.

(4.) To write, at dictation, the whole, quarter, and eighth notes, and their corresponding rests.

(5.) To write the staff, and the $\text{G}^{\text{—}}$ clef in its proper place upon the staff.

(6.) To write, at dictation, upon the staff with the $\text{G}^{\text{—}}$ clef the notes representing the following sounds or pitches, g , a , b , $\text{c}^{\text{—}}$, $\text{d}^{\text{—}}$, $\text{e}^{\text{—}}$, $\text{f}^{\text{—}}$, $\text{g}^{\text{—}}$, $\text{a}^{\text{—}}$, $\text{b}^{\text{—}}$, $\text{c}^{\text{—}}$, $\text{d}^{\text{—}}$, $\text{e}^{\text{—}}$, $\text{f}^{\text{—}}$ and $\text{g}^{\text{—}}$; also $\text{f}^{\#}$, $\text{f}^{\#}$, $\text{c}^{\#}$ and $\text{b}^{\#}$.

(7.) Music charts (second course).

(8.) To sing, at sight, simple melodies in the keys of C, G, and F, Major.

(9.) To write the scales of C, G, and F, Major, upon the staff with $\text{G}^{\text{—}}$ clef, and their proper signatures; also to name the pitches of the sounds composing these scales, in their order.

(10.) To explain the use of the $\#$, \flat , and \natural .

Book, Hohmann's Practical Course, Part I.

Of course it has not been possible for the music teacher to give his personal attendance every day of every week, in each of the two hundred and fifty schools of this grade. Nor, indeed, has it been practicable or expedient for him to visit some of the remotest of them more than once or twice during the year, if at all. During the greater part of his time his efforts have been concentrated mainly upon certain groups of schools,— four, five, or six, or more in the different districts, dividing his time as nearly as possible equally and impartially among the various portions of the city,— and, as fast as the teachers of the schools visited become interested themselves in the subject, and their capacity for this teaching dem-

onstrated, leaving them to carry on their work with an occasional visit for inspection or counsel, himself passing on to other groups of schools to set in motion the same train. In many instances the regular teachers have caught up, with remarkable aptitude and facility, the method of the master, and his genius for teaching and for interesting children — and this by no means among those teachers exclusively who are what is called *musical* themselves, — the aptitude to teach, successfully and intelligently, the first rudiments of the art, being found among those who are most earnest and most conscientious and apt in communicating a knowledge of all the other branches of school-instruction committed to their care. We feel greatly inclined to point out and mention by name those schools wherein the greatest success has been achieved in this specialty, were it only to show how invariably they would prove to be the *best schools* in all respects, and also to call by name some in which the least interest and care has been manifested in carrying out the instructions of the Board in this regard; but we must defer this part of our duty to a future Report.

Among the most important of the immediate results of such teaching, in those schools where the regular teachers have resolutely and faithfully given the due quota of time and attention to the programme of musical instruction, — a result not unlooked for, and one to which the attention of the Board has been called in anticipation in the previous Reports of this Committee, — is the gradual but sure eradication of the prevailing sing-song "*primary-school tone*," as it has been called. The extent to which such habits of listless and unmeaning sing-song utterance prevails in some of our own schools of this grade, even at the present day, pervading every performance in reading, in spelling, and in recitation, may be exemplified in the following illustrations, taken at random and noted down on the spot in certain schools which shall be for the present nameless. In spelling, take for example the word *thunder*. It is given out by the teacher; the pupils pronounce it after her, and proceed to spell it after the following fashion: —

E minor.

"Thun - der, t, h, u, n, thun, d, e, r, der, thun - der."

The *tempo* depends upon the peculiar temperament of the teacher; it is generally rather dragging and heavy, and the strain being in the minor-key, the most energetic teacher, without the aid of musical training, cannot long resist its influence. Of measure, there is none.

In the recitation of arithmetical tables, the *tune* is of a rather livelier cast, usually in the major-key, and the rhythm is more marked, thus:

(a) Addition tables:

C major.

1 and 1 are 2, 4 and 1 are 5. 12 and 1 are thirteen, etc.
 2 and 1 are 3, 5 and 1 are 6.
 3 and 1 are 4,

(b) Subtraction tables:

G major.

2 from 3 leaves 1, 2 from 6 leaves 4, etc.
 2 from 4 leaves 2,
 2 from 5 leaves 3.

(c) Multiplication tables:

C major.

5 times 1 are 5,
 5 times 2 are 10.
 .
 fif - teen. 5 times 4 are twen - ty, etc.

(d) Division tables:

C major.

3 in 9, 3 times,
 3 in 12, 4 times.
 .
 3 in fif - teen, 5 times, etc.

These faults are not confined to the Primary Schools; but, if not eradicated, will creep up among the lower grades of the Grammar classes, adding vexatiously to the disturbing elements that are to be dealt with, as best they can be, in the earlier stages of Grammar-school instruction. It is but justice to state, in this connection, that wherever the co-operation of Mr. Monroe — the accomplished teacher of Vocal Culture and Physical Training — has been practicable, and his admirable exercises in the formation of the voice and the development of tone put in daily practice by the teacher, this vicious habit has proved vastly more amenable to cure.

A word in this place as to the mistaken notion, on the part of some, that it requires a good deal of practical knowledge of music in order to be able to teach it successfully. The Committee have already expressed their dissent from this dogma in the present and in former reports. Of course, the possession of a fine musical culture on the part of the teacher is a great aid in this branch of instruction, and gives interest and zest to the work. But such accomplishment, to more than a very moderate extent, as we have seen, is not essential to success; and the neglect to carry out the Rules of the Board as to daily attention to this subject can find no valid excuse upon such ground. The capacity to teach the elements of Vocal Music (as this Committee have often mentioned in their Reports) is now required of all new candidates for the office of teacher in our Public Schools. Nor is it a very difficult matter for any one to acquire the knowledge and capacity sufficient to enable them to impart instruction to children in this interesting art intelligently and with pleasure to themselves.

In some of the school districts, the Music Teacher has, at the request of the Chairman of the District Committee, met the teachers as a body on some half-day in each month for the purpose of normal instruction in his specialty; and some such plan, if generally adopted throughout the city, would, in the minds of your Committee, prove of great service. To the same end, the teachers have been encouraged to visit such schools as have shown the greatest proficiency in their musical exercises, in order to observe and acquire the method of instruction. All this is well, and it might, perhaps, be better if some still more efficient general plan of

normal teaching should be devised, a conscientious attendance upon which should be required of all teachers.

If we have dwelt somewhat at length on the manner and method of musical instruction, as now established in the Primary Schools of Boston, it is because we attach to it such essential importance, and because of our earnest desire that the masters and subordinate teachers may co-operate with us in our efforts to carry the system thoroughly and efficiently into operation in ALL the classes belonging to this division of our school system. It is here, as we have so often said, that instruction in music, if we ever expect it to attain to anything like a satisfactory result as a part of our Common School teaching, ought to begin, and its foundations to be laid broad, deep and sure. Thus, and not otherwise, can be ensured such useful and practical knowledge of the art as we aim to furnish to every graduate of the Grammar and High departments of our Schools.

AMERICAN SCHOOLS AS SEEN BY AN ENGLISHMAN.

[The following article is abridged from a letter of the intelligent London Correspondent of the *Boston Advertiser*.]

LONDON, June 5, 1867.

Some time ago, in one of those stirring addresses which, in their results, have made Parliamentary reform a necessity, Mr. Bright exclaimed:—"How long do you suppose an English Parliament in which the working classes were fairly represented, would be sitting, before a really free and national system of education was established, on the model of the excellent 'common school' system of the United States?" We shall shortly be having a Parliament of that sort if the House of Lords retains its senses, so that the prescience of Mr. Bright may be tested at an earlier date than he imagined. In any case, nothing could be more opportune than the appearance this week of the long expected report of the commissioner who was despatched in 1865 to America with instructions to stay there six months and report on your school system, for the information of the British Parliament.

When I tell you that the Rev. J. Fraser is a High Church clergyman of the Established Church, Chancellor of the diocese of the Bishop of Salisbury, you will expect a monkish cast in his ideas and expressions; but he is wonderfully liberal for a man in that position, and has evidently been broadened in his notions by the valuable experience he has had in England in the practical working of popular schools. There is far less of the priest in the report than even his friends would have expected. In his mission, he represented two commissions appointed by the Queen. He was first asked to go out by an English commission then engaged in examining into the state of our own school system; and, having accepted the duty, a similar royal commission, pursuing its labors in Scotland, hearing of his intention, asked him to report also to them. Thus his communication is addressed formally to the two bodies, while the title-page bears also the ordinary line: "Presented to both Houses of Parliament by command of Her Majesty." . . .

An important part of the commissioner's instructions relating to the manner in which the schools are supported and the average cost of the education of a scholar, a considerable portion of the report deals with the various sources of support, and the legal acts which bear upon the question. Premising that it is scarcely possible to strike an average, he ventures to put the cost of the education of a child in the common schools of all grades in eleven of the principal cities of the Union at — all expenses included — about £2 3s. 6d. yearly, "or, at the outside, £2 10s." In the high school, the average cost of a boy's education he sets at about nine guineas; of a girl's, about £5 10s. a year. The economy necessary is chiefly practised, he says, under the head of teachers' salaries; and on the latter point he has some strong remarks. As respects both the percentage of attendance and the period of attendance, the condition of schools in America is hardly so good as the average condition of schools among ourselves. In spite of legal enactments and penalties, absenteeism and truancy continue to be the great and increasing evil of American schools, and, as in England, are the burden of the bitterest lamentation to the philanthropist, and the burden of sorest mischief to the schools. But a small proportion of the number of children nominally educated

under a common school system receive the complete education which that system contemplates, so that "if it be true, as it very likely is, that there are very few Americans who cannot read and write, there must be a considerable number, who, in the way of literary accomplishments, can do nothing more." Nevertheless, this does not prevent Mr. Fraser from pronouncing most emphatically, that the American people, "if not the most highly educated, yet certainly are the most *generally* educated and intelligent people on the earth." The superintendence of the schools in the cities is thoroughly vigorous and efficient, but something like our English mode of inspection of schools — particularly in the rural districts — by a body of perfectly independent and competent gentlemen, would, we believe, be a great and valuable addition to the school system, both of the United States and the Canadas. "Unfortunately, however," he adds, "all these appointments to school trusteeships, directorships, etc., are frequently used for political ends, and I constantly heard of managers of schools who could hardly write their names." The want of a central bureau, a Ministry of Public Instruction, or something analogous to our own Committee of the Privy Council, appeared to be making itself widely felt.

The grand defect of all, which our commissioner would venture to signalize in your system is, that it ignores, if it does not smother, individuality; and this he attempts to show is the effect of the system of grading. More complete appliances for training teachers are still wanting, though the wonderful aptitude of your people, especially American women, for teaching, renders this deficiency much less striking to the outward eye of a casual observer than would be the case under similar circumstances in England. He is particularly struck with the "intensity" with which American teachers teach and American scholars learn. In the arrangement of the school day, he thinks that of Boston superior to that of New York, but in all the city schools a severe strain is put upon the physical strength both of teachers and pupils, particularly in the girls' schools. There was a more vigorous tone in the schools of Boston, more spring and elasticity and animal spirits, and if the precautions which the devisers and administrators have taken, that neither the mental nor the physical powers of the pupil should be

overstrained, have met with only partial success, something possibly is to be set down to climatic influences, and still more to natural temperament. The scrupulous personal cleanliness of the children is a virtue as of Americans generally. Even those whose attire often consisted of nothing more than a shirt and a pair of trousers, had clean hands and faces, and looked perfectly sweet and wholesome. Oh! if it were so — may I observe in a parenthesis? — in a certain other country of which I could speak!

Entering into a comparison of the Boston and New York grammar schools, Mr. Fraser says he decidedly prefers the former, simply on the ground that the programme, being more limited, allows of the teaching being more thorough. — The best reading in American schools is very good, — the great defect in American reading being its want of naturalness and simplicity. It is “too labored, too intense, too self-conscious. As in so many other cases [the commissioner continues] the habit of minutiosity has told with ill effect here. There are supposed to be at least fifty different styles of expression, some of them distinguished by almost grotesque names. In one of the Boston grammar schools, I heard an exercise in ‘Reading with Expression,’ in which the whole class simultaneously passed, with astonishing rapidity through I am afraid to say how many varieties of elocutionary expression. ‘from grave to gay, from lively to severe.’ It was an excellent school in all respects, but this particular exhibition, though I think the master was proud of it, did not edify me. It seemed a thing overdone. It would be distressing to have to listen to such emphatically good reading for half an hour. In England we sin in exactly the opposite way, and an incurable slovenliness, arising from the fear of appearing stilted or theatrical, or from a lethargic and indolent nature, spoils the reading of even our best schools. The articulation of Americans generally is very distinct, and their speakers and preachers rarely fall into our bad habit of dropping the voice at the end of the period, thus cutting off, to the listener, the thought at its most vital point.” . . .

The Latin and Greek grammars and text-books that are in use seemed to the English visitor fatal to anything like thorough grounding and intelligent progress, so far as they go. As a rule

he does not think the best American text-books are better than the best of the same kind that are in use in schools in this country; the *worst* seemed as bad as bad could be. The managers of the Boston schools he excepts from a common accusation of attaching more importance to showy but superficial results than to sound methods. Indeed, the English High School at Boston struck him as the model school of the United States. "I wish," he exclaims, "we had a hundred such in England;" and at another page he says that that school is the one above all others which he should like the commissioners to have seen at work, as he saw it, "the very type of a school for the middle classes of this country, managed in the most admirable spirit, and attended by just the sort of boys one would desire to see in such a school." He was much impressed with the general interest felt and taken in such cities as New York, Boston, Cincinnati, etc., in the welfare of the schools. He tells a wondering English public, that "it is not at all unusual to find men of business, lawyers, merchants, etc., to whom emphatically time is money, devoting an hour or two in the morning, not once in a way merely, but week by week, to the visitation of schools, before they go to their office or store. The powerful effect of such influence upon the well-being of the schools can easily be conceived. It presents a marked contrast to the apathy and indifference on the part of both school officers and parents, which the reports so often describe and lament as prevailing in rural districts. I admit that, so far as my own judgment goes, I wish these visits could be paid without so much speechification accompanying them. But this is an American habit, and it may have some advantages which were not apparent to me." The machinery of management though complex, appears to run smoothly. "When people are in earnest, and particularly when they are animated by a high public spirit, they are not apt to be touchy upon points of precedence, nor jealous for the claims of prerogative. And such I believe to be the happy state of public feeling which animates the administration of American Schools."

Finding fault with the want in American taste, of the capacity of appreciating the beauty of simplicity, Mr. Fraser instances in illustration, American architecture and the toilettes of the ladies of

fashion at New York. The foundations of this are laid, he thinks, in the schools. The pruning-knife is not applied with half enough severity to the exuberant overgrowth of young ladies' and young gentlemen's poetic or rhetorical fancies, as they find play for themselves in essays and declamations. It is to be lamented that there is hardly such a thing in America as a public gallery of paintings or of sculpture worthy the name. "That attached to the Cooper Institute at New York, in its present condition, will certainly do very little to elevate taste; and though Boston is somewhat ahead of its neighbor in this respect, and can boast in connection with its Athenæum of a collection which contains several good copies and a few good original pictures, the gallery did not seem to me to be very largely visited or to exercise any very considerable influence."

"Fathers and mothers in America," wrote Mr. Trollope, "seem to obey their sons and daughters naturally, and as they grow old become the slaves of their grandchildren." Mr. Fraser, who never attempts satire, says the same thing in a different way, and mourns the fact that parental authority over the young is brief, weak and lessening. "Such," he informs us, "is the precocious spirit of independence generated by the political institutions of the country and the general current of social life, that boys and girls of twelve or fourteen years of age think themselves quite competent to decide many questions for themselves, and do decide them, on which English boys or girls of eighteen or twenty would still feel bound to consult and obey their parents. And as in England, so in America, the lower you descend in the social strata, the more markedly this tendency exhibits itself. It was piteous and saddening to see—as I had occasion to see frequently, when mothers would come to the office of a superintendent of schools to excuse or to complain of the truancy of their children—parents helpless to control the wills, and even the caprices, of lads of eleven or ten or still younger years. It is not a natural nor a normal state of things; and every well-wisher to the great Commonwealth of the United States, every one who would desire to see her equal to the mighty destiny that lies before her, cannot but hope that for so manifest an inversion of a great social law, a remedy may soon be found."

I have neither time nor space left for entering upon the delicate question, in Mr. Fraser's hands, of the absence of sectarian teaching in your schools. All the party of progress in England regard this as the noblest feature of your system, and even this High Church clergyman, who cannot stand up in his church many minutes, without repeating an "I believe," — or in his schools without hearing the jargon of the church catechism, — allows that denominational teaching is impracticable in America. The following passage from this division of his subject summarizes his not liberal views: "Sorry as I should be," he writes, "with all its imperfections, to give up the denominational principle of education, because I believe it to be the best possible for *us, here*, I should consider myself to be tendering a most fatal piece of advice, if, with all its advantages, I recommended its adoption *there*. The safer hope is, that American Christians, less trammelled by articles, confessions, subscriptions, rubrics, formularies, than we Christians of the Old World, may be brought to take larger, broader views than they now do of their common faith; may dismiss from their minds that ever-recurring and unworthy suspicion of sectarianism; may believe that religion may be taught in schools without the aim of making proselytes; and that 'all who love the Lord Jesus Christ in sincerity' may unite in one earnest endeavor to bestow upon their schools the one thing lacking, and permit the morality which they profess to teach and desire to promote, to be built upon the one only sure foundation — the truths, the principles, the sanction "of the Gospel." If you could only see how at this very hour Mr. Fraser's brother clergymen in the Established Church are wrangling over what *constitutes* "the Gospel," you would not be encouraged thereby to depart from your well-proved methods in such matters.

[As an interesting appendix to this account, we give the following extract from an address to his constituents by an intelligent young member of Parliament, who travelled in this country last summer, Mr. J. G. Shaw Lefevre, son of the Lord Eversley, who, as Mr. Shaw Lefevre, was for many years Speaker of the House of Commons.]

"I have always told my friends here that in the whole world there

is no better sample of what modern civilization can produce than is exhibited by New England, and I was fully confirmed in this view on my second visit. From whatever point of view you look, whether at their education, religion, industry, public spirit, or political ideas, I believe you would be equally struck by the elevation to which they have attained. The country is not by nature rich, the greater part of it is of very poor soil, and of great inferiority as compared with the prairie plains of Illinois; and all the overplus farming population emigrate to these distant States, and confer upon them the germ of civilization, education and religion, which so distinguish New England. The true wealth of the people consists in its manufacturing and commercial energy. New England is the seat of the cotton and woollen manufactures, and a hundred other smaller manufactures. They originally used water as their chief motive power, but this is now supplemented by coal from Nova Scotia.

I often hear it complained of the Americans that they are worshippers of the almighty dollar. There may be some truth in this complaint as respects New York, but it is not true of New England. They are no doubt most actively industrious, and active in pursuit of wealth, but there is no place in the world where display is less regarded, or where people are more ready to spend their money for moral and intellectual results, no place where intellectual qualities are more highly prized, or where men of intellect have a higher place in the social world. Boston may be said to be the intellectual centre of the States. It is the home of Longfellow, Emerson, Sumner, Ticknor, Agassiz, Lowell, Holmes, and many others that I could name — men who give color to the thoughts of the rest of the States, and who are thoroughly American in feeling.

The public school is the basis of the State, gratuitous to all, open to all; receiving on its benches children of all classes and of all religions, it tends from the earliest age to obliterate social distinctions. Without the school the Union would long ago have been drowned in the flood of ignorance which has been forced into it from Germany and Ireland. Everywhere the primary instruction is the affair of the townspeople. The law obliges it to

establish a sufficient number of schools to receive all the children who are of an age to receive instruction (between eight and twelve). The State can bring an action against the township to oblige it to tax itself, and the parent of the child to whom a place is refused in the school has a right to claim compensation. The teaching of religion is especially forbidden in the schools; the only prayer permitted is the Lord's Prayer. The Americans dread any sectarian tendency in their education. The Sunday school, which is generally carried on in the church, supplies the place for religion. Religion has not suffered, if one is to judge by the number of churches of all classes. There are 48,000. My friend in New England has a great difficulty in persuading the lowest class of the Irish people to send their children to school, and by law it is made compulsory, but it is found particularly difficult to enforce the law. Still the average of children in Massachusetts at school is 80 per cent of those between the ages of five and fifteen. In other States it is not nearly so high. The education is carried on to a great extent by women; particularly was this the case during the war, when very large numbers of schoolmasters went into the army. In the single State of Pennsylvania, 3,000 out of 8,000 schoolmasters joined the army; in Massachusetts there are nearly 10,000 female teachers to 1,500 males. I may mention here as a fact that during the war, far from education being slack, there never was more attention paid to the subject. Notwithstanding the heavy taxation, never was so much money given to charities and public objects of all kinds; it seemed as if the public spirit was excited in every direction.

I will not, however, say more of New England. I fear you will think I have overpainted it. I must own my great predilection for it. I love New England and its people, next to my own country, perhaps because they are so like them, and remind me more than any people I ever saw of our own. They are essentially English in their types, English in their thoughts, religion and habits. I must, however, find one great fault with them; that at the present time they hardly do justice to Old England."

[*For the Massachusetts Teacher.*]

GRAMMAR SCHOOLS.

We hear a great deal said lately about the matter taught in our Grammar Schools and the methods of teaching it, by those who claim to be our supervisors in the grade of public school instruction. I think it more than probable that they in many instances have some reason for criticism. But that it is universal or even a general fact that our Grammar Schools are improperly taught is not true. It does not follow, that, because a man is competent to teach Latin and Greek he understands the whole science of education or that he understands it better than one, who, not required to teach these branches of learning, has been engaged in the business for years. The person who has studied the human mind and understands human nature, as we say, who has sought out the law, by the observance of which the whole being, physical, intellectual and moral is developed, and has a natural aptness and fondness for imparting what he knows to others, although he may not know quite so much of what is found in books, is the true educator. Mere book learning is too often taken as the complete qualifications of a teacher. It does not follow that, because a man has graduated from some popular college, standing number one in his class, he will make a successful teacher beyond the possibility of a failure. This will help him if he is otherwise qualified. Learning is good only as it is well tempered with sound common sense. Our High Schools are good institutions. They are a very necessary step in the gradation of our public school system. We could not give them up without suffering very seriously in our educational interests. But they were not instituted, and are not calculated to furnish the elements of instruction. They cannot accommodate all the children of the land. They take under their charge but a small portion of them, and were there no schools of the grade of the Grammar Schools one can readily see the effect upon the education of the people at large. Conferring the instruction of the High School upon a child who has not received the proper preliminary instruction, if it were possible, would be like building a house without a

frame, or attempting to manufacture cloth from cotton or wool without first working it into suitable thread.

Now if the teaching in the Grammar Schools is not what our brethren in the higher grade like or think right, let them set themselves to work in a right way to correct it; go to the source of the matter, to the School Committees and consult with them as to the proper course to be pursued. We are obliged, as Grammar School teachers, to work our children up to a certain point in attainments set by the High School teacher and the Committee. I do not say that this is always wise, or that it is the best course to be taken to insure the greatest amount of good to the pupils under our charge. I think it very often proves the reverse. But if we do differently the scholar is deprived the privilege of entering the High School. I wish this matter may be well considered, and justice done to all parties.

A TEACHER OF A GRAMMAR SCHOOL.

[We do not think there is that disposition to find fault with the teachers of Grammar Schools which our correspondent seems to imply, and as a rule we are inclined to think that the most successful grammar masters will be found *not* to be college graduates. We do think there is great room for improvement in the Grammar School course of study, that it is narrow, meagre and uninteresting, wasting the time and deadening the interest of the pupils, and doubly wearisome to the teacher. Instead of being a truncated course, for whose completion the studies of the High School, which few pupils will ever reach, are necessary, the Grammar School should be complete in itself, a little college for the boys and girls whose education ends with it. This may sound extravagant, but we believe that by a proper economy of time, and a suitable and natural variety of studies, by curtailing the wearisome and useless drill in grammar in favor of the rudiments of physical science, by simplifying the cumbrous arithmetics in favor of elementary geometry and mensuration, by introducing the newspaper into the geography and history class, and above all, by having sensible teachers and then giving them *freedom*, by abolishing pedantic examinations for admission to High Schools, but letting all young people of suitable age pass up and try their powers after a mini-

mum examination — by such changes as these, our school system might double its efficiency. Schools, and High Schools especially, are not kept for the glory of the masters, nor to rival colleges in the attainments of a selected few, but for the greatest good of the greatest number; and we think with our correspondent, that if there were a little less machinery and a little more liberty and life, our schools of all grades would feel the benefit.]

AN EPISODE IN THE WAR OF THE REBELLION.

[The following little sketch was handed in to us as a theme by one of the brave young volunteers to whom the nation owes the preservation of its liberties.]

One warm, sunshiny day in June '63, our company was leisurely obtaining from the company cooks its dinner of bean soup. Warm weather is not a promoter of appetite, and the careless, lazy way in which each of us presented his tin cup for a pint of the steaming and savory, but rather thin mixture, would have contrasted strongly with a similar performance on a keen, cold day in November. A great change was wrought in our appearance when our orderly sergeant called out: "Be ready to fall in, under arms in half an hour!" "What's up?" was asked on all sides, and the remainder of the file crowded eagerly along, anxious to get dinner over and things ready for whatever was on foot.

The excitement, however, was short-lived; we had no orders to take rations, and most of us concluded that nothing of more moment was on foot than a little target practice. We fell in, roll was called, and we were marched to the sound of fife and drum to the battalion parade. The parade was quickly and quietly formed, the battalion faced to the right, and we were marched off at route step towards the Rappahannock. Half an hour brought us near the river, about a mile below the once beautiful, but then desolate city of Fredericksburg.

Near here is Franklin's Crossing, famous as the place where Franklin's Grand Division crossed, previous to the disastrous storming of the heights the previous December. The left bank of

the river has here a narrow beach, then an abrupt and narrow terrace, and then still another terrace that widens out into an extensive even surface, terminated by a range of hills parallel to the river. This upper terrace has a natural parapet on its outer crest, high enough to conceal from observers on the opposite bank any troop or *materiel* behind it. This field was now covered with green turf, and to eyes accustomed to the desolate plains in the region of our camps, was very refreshing. Here we staked our arms and disposing our limbs on the sward wondered what it was all about. Although we found a pontoon train on our arrival, we did not believe that a crossing was to be attempted. The last previous crossing, made just before the battle of Chancellorsville, took place at four in the morning, after a night of preparation and with every preliminary precaution. Now it was a little past noon on a bright June day. Then the spot was guarded by a few dozen rebel pickets, half asleep at that. Now it was well known that all the appliances of defence that the nature of the ground permitted, had been made use of, and that a strong force of rebels would make the defences tell. Of course the thing was not to be thought of. Doubtless a demonstration was to be made, perhaps to amuse the Johnnies whilst something else was being done up the river. Perhaps our cavalry were just initiating another raid.

Soon a wild Irish newspaper-boy came on horseback, with the *New York Herald* and *Frank Leslie's Illustrated Newspapers*. We had just time to note that "all was quiet on the Rappahannock," when the command was heard, "Fall in!" Details were quickly made of four oarsmen, one steersman and a non-commissioned officer for each boat. I was not detailed. In the mean time, a column of artillery had passed in front of us, unlimbered, and, concealed by the parapet before referred to, forty-eight cannon, with their caissons behind them, stood looking toward Richmond. At the word of command, the pieces were pushed forward, so that if one of the wiry, dirt-colored soldiers on the opposite bank had looked up from his *Richmond Enquirer* or his quiet game of euchre he would have seen the brass and iron noses of forty-eight pieces of artillery suddenly peep over the crest of the opposite bank and then become wreathed in smoke.

We marched rapidly down to the terrace below, and, lying on our faces, listened to the stunning reports and the whizzing, screeching and buzzing of the shells, grape and case shots passing over our heads. We had heard the roar of all the battles from Yorktown to Chancellorsville, but I certainly never heard, before or since, a more terrific one.

We now had an opportunity of noticing the effect on the other side of the river. The shore rose boldly. A felled forest covered all the bank, except a space a few rods wide just opposite us. This space was completely commanded by a heavy, well-constructed rifle-parapet, just on the top of the bank. This parapet our shells were now literally skimming.

The "Johnnies," not having a chance to aim, would pop up their heads, or perhaps only their arms, and firing as best they might, pull back their pieces to load again. Behind their parapet was a plain, over which any reinforcement must arrive; and so rapid and accurate was the fire of our artillery that the reserve could not get up. Lying down as we were, most of the Rebel bullets that came near us ricochetted over our heads.

Without delay, the heavy pontoon wagons came one by one down the steep road, and were unloaded by details. I could not help noticing how coolly and skilfully the negro drivers, now fully exposed, performed their by no means easy task of managing their mule-teams. A few men were hit and carried to the rear, during this preliminary operation. One funny incident helped to relieve those of us that noticed it from the intense excitement of the moment. A large-framed youth, who had lately joined us, and who had told many stories of valiant deeds of which he was the hero, was, while helping to unload a boat, hit by a ball in the safest possible part of his person. This caused a scarlet tide to flow profusely over his new sky-blue trousers. Quickly clapping his hand to the wounded part, he gasped, "I am a dead man!" and tumbled to the ground. Three or four of those lying down immediately sprang to him, to carry him to the rear; but as his head was carefully lifted, so that it was once more in range, the danger of the situation seemed to terrify him, and, springing from their arms, he scrambled up the bank.

Soon the pontoons were all unloaded, and all hands were ordered up to launch them. In a marvellously short time the boats were side by side in the river, the infantry detail crowding into them, and the engineers ready with their oars to pull across. Not a second was to be lost, for the rebel bullets were plashing into the water like hail-stones; so without stopping to take out the killed and wounded, of which nearly every boat contained some, they pushed off, and gave way vigorously for the other side. I tried in vain to get into a boat. Our non-commissioned officers, knowing their business, refused all extra men; I therefore turned, and helped to carry back a friend, who, standing beside me, had been struck in the groin. Turning back on our way we saw a double line going up to the bank, and over its centre was waving the stars and stripes. When those boats returned, they were filled with rebels; and that night a brigade of the Sixth Corps occupied the position.

This operation was not remarkable for the number of men engaged, or for the results achieved, but it impressed me, at the time, as a difficult and audacious undertaking, neatly and quickly performed; and, as little mention was made of it in the newspapers, I have thought it worth recording.

H. A. C.

[*For the Massachusetts Teacher.*]

HIGH SCHOOL EXHIBITIONS.

My attention has lately been called to a subject which seems to me so important as to demand the attention of every one who believes in our public school system, and desires to see it do all the good of which it is capable. I ask, therefore, a place in your journal, in which to make a brief statement, for which I beg the careful consideration of every reader.

I learned incidentally last week, that in a town in the eastern part of Massachusetts,— a flourishing but not large manufacturing place,— the girls of the graduating class at the High School were to dress all alike at the approaching examination, even to ribbons and fans, and that this outfit would not cost less than \$75.00 for

each, including a \$5.50 class ring which each must have. I was told, too, that some girls, utterly unable to incur this expense, had left the school without graduating, while others, who had remained to graduate, felt it as a serious item in the year's outgoes, and one which they longed to avoid, but which a dread of public opinion compelled them to submit to.

Amazed and indignant, I complained to a friend of this state of things, and she replied that she had just been hearing a similar tale of another High School in a town in Maine; only there the dress was to cost \$100, and there were, besides, presents to teachers, presents to the school, photographs to be left behind, and an evening entertainment and collation, to all of which every pupil was expected to subscribe handsomely.

No words are needed to prove the evil of such customs as these, and their utter inconsistency with the spirit of our public schools. I am not informed as to how widely they prevail, but it seems to me that in the present tendency of our young people to extravagance in dress, there is great danger of such examples being rapidly followed.

Have school committees and teachers the power to prohibit these absurdities as well as to discountenance them? The evil creeps in with the first wish for resemblance in the dresses, and should be stopped there.

*

Editor's Department.

THE NORMAL SCHOOLS.

The semi-annual examination of the FRAMINGHAM Normal School took place on Tuesday, July 9th. After the usual examination exercises at the school, in the morning, the exercises of the graduating class were held in the afternoon in the Unitarian church, and were attended by a large audience of the friends of the pupils and of the school. The following essays were read: On the Political Influence of the Teacher, by Miss Jennie E. Tobey; On Embroidery, by Miss Lillian L. Hayward; The Diary of Noah's Eldest Daughter, an amusing essay, by Miss L. Edith Howe; On Work, by Miss Marcella L. Hurd; On the Trials and Rewards of a School Teacher, by Miss Ellen M. Eames; a poem, The Song

of the River, by Miss Jennie Flynn; Valedictory, by Miss Louise B. Carruth. The entertainment was varied by the singing of several excellent original songs.

This closes the first year of the Principalship of Miss Johnson. The school has been attended by one hundred young ladies, and it is not too much to say, that, in the excellent results of the examination, and in the happiness and admirable order and condition of the school, Miss Johnson and her excellent assistants have fully met the expectations of their friends, and gone very far in dispelling the fears of such as thought so ill of woman's abilities as to consider the experiment of placing such a school entirely in women's hands, one of doubtful propriety.

The following are the names of the graduating class to whom their diplomas were presented by Governor Bullock:

Anna W. Alexander	.	.	.	.	.	Fitchburg.
Caroline B. Boyd	.	.	.	.	.	Marlborough.
Susan S. Bush	.	.	.	.	.	New Braintree.
Louise B. Carruth	.	.	.	.	.	Northborough.
Lura M. Davis	.	.	.	.	.	Fitchburg.
Anna F. Dadmun	.	.	.	.	.	Ashland.
Ellen M. Eames	.	.	.	.	.	Northborough.
Jennie Flynn	.	.	.	.	.	Nashua, N. H.
Emma A. Goodnow	.	.	.	.	.	Saxonville.
Anna L. Hastings	.	.	.	.	.	Framingham.
L. Edith Howe	.	.	.	.	.	Petersham.
Marcella A. Hurd	.	.	.	.	.	Concord.
Lillian L. Hayward	.	.	.	.	.	Concord.
Kate W. Loring	.	.	.	.	.	Marlborough.
Lydia Osgood	.	.	.	.	.	Nelson, N. H.
Jennie E. Tobey	.	.	.	.	.	Whitinsville.
Isota L. Tyler	.	.	.	.	.	Southborough.

The exercises at SALEM took place on Thursday, July 11th. The examination exercises, we need hardly say, were very satisfactory, and the graduating exercises very interesting to the large audience. Essays were read on Teaching as a Profession, by Miss Edna R. Richards; on the East and the West, by Miss Sophia E. Baldwin; on Schools, as seen in Shakspeare, by Miss Elizabeth Osgood; on Living Life Well, by Miss Caroline B. Bigelow; an entertaining poem, by Miss Emily C. Binney, on the Classics, which turned out to be anything but a discussion of the well-worn questions touching the study of dead languages; an essay on Value and Worth, by Miss Harriet L. Martin; another entitled Walk with the Beautiful, by Miss Sarah B. Morton; a poem, discussing in most appropriate style the Educational Views of an Eminent Author, to wit, the world-renowned Mother Goose; and finally the Class-Poem, by Miss Mary R. Eliot, and the Valedictory by her sister, Miss Ida M. Eliot, of New Bedford. We have put in a claim for some of the excellent material contained in these and the similar performances at Framingham; a claim which we hope will be recognized, and our readers will then have an opportunity of judging for themselves something respecting the training of these excellent institutions and its fruits.

The Salem school has been attended during the past year by one hundred and

forty-seven pupils, the largest number since the school opened. Mr. Hagar is carrying on with eminent success the good work handed over to him by Prof. and Mrs. Crosby.

The following are the names of the graduating class:

GRADUATES OF THE ADVANCED CLASS.

Abbie F. Nye, Sandwich.

| Mary R. Southgate, Taunton.

GRADUATES OF THE SENIOR CLASS.

Lucy E. Adams, Marblehead.
Elvira L. Austin, Ellsworth, Me.
Sophia E. Baldwin, Boston.
Emma R. G. Barr, Danvers.
Caroline B. Bigelow, Livermore Centre, Me.
Emily C. Binney, Amesbury.
S. Abby Bray, West Gloucester.
Margaret L. Clark, Salem.
Priscilla L. Cutts, Lynn.
Ida M. Eliot, New Bedford.
Mary R. Eliot, New Bedford.
Sarah P. Hamilton, South Danvers.

Honora Lane, Gloucester.
Harriet L. Martin, Salem.
Elizabeth A. B. Merriam, No. Tewksbury.
Helen M. Miner, Salem.
Sarah B. Morton, Plymouth.
Elizabeth Osgood, Cohasset.
Mary J. Pickering, Salem.
Elizabeth R. Preston, South Reading.
Edna B. Richards, Rowley.
Annie B. Stephens, Philadelphia, Pa.
Ella P. Thompson, Durham, N. H.
Laura J. Whittredge, North Reading.

It has been our pleasure and our privilege for the last two years to see these two schools frequently and in their every-day dress. We think if the public knew them better they would appreciate them more highly, and that that appreciation would show itself in an enlarged liberality towards them and towards their faithful, laborious and self-denying teachers. Nothing has done so much to raise the standard of education as their establishment,— nothing will promote it more than their strengthening and enlargement. We are somewhat familiar with the character of other girls' schools, excellent in their way, but in few we believe is there such solid, earnest and purposeful work done as in Massachusetts Normal Schools. Young women have here the stimulus of something like the motives which actuate young men in the pursuit of knowledge. They come to prepare themselves for the *work* of life in the only higher profession which is yet open to them. Their choice will not forever remain so limited; but, while it is, it gives these schools a character which no others within our knowledge possess, a character of solid reality. True, the course is necessarily limited; and there is room for the cultivation of few accomplishments, but the pupils are in earnest in regard to what they do study, and every lesson tells.

These schools have another great advantage, that they draw their pupils mainly from the highest class in the community, the class, we mean, not so unfortunately rich as to be surrounded with temptations to idleness and frivolity, nor so unfortunately poor as to be unable to share their privileges; but that great *middle* class which works for its living and gets a living by its *work*,— the class which is the glory and strength of New England, sober, earnest, industrious, right minded, God-fearing, whether on the farm or in the workshop. And when we see, as we sometimes do, young women leaving all that wealth and fashion have to offer, sitting on the same benches with those who *must* work, and then

going forth to work with them for the benefit of their sisters, and because they scorn to lead a useless life, we think it is beautiful, and we cannot withhold our little tribute of admiration and respect. Such an example, simply and modestly given, will do more to promote the interests of woman, than ten thousand words. And when we see women whose only or whose best opportunities have been these schools, doing the work of men, (only in most cases for half their pay,) and not only maintaining themselves, but helping infirm parents, educating younger brothers, the unseen stay and support of so much that would otherwise fall, we *know* that the time must soon come when the foolish distinctions will disappear which have come down from barbarian times, miscalled chivalrous, and which the brutality not the manliness of men continues to maintain.

Spite of all our boasting, the common schools even of Massachusetts are poor enough if judged by any ideal standard — as a whole so bad that if our cotton-mills were no better they would pay wretchedly small dividends. We have made much progress in school architecture and school furniture, some little in school books; but in the *art of teaching*, and especially in the most difficult of its branches, the art of elementary instruction, we are only just beginning to make any progress at all. The reason is that teaching is chiefly in the hands of women, and only the fewest of them get the education they crave. We build Universities and Scientific Schools for boys, but carefully shut their doors on their sisters. The little which the Normal Schools can give is the only hope of the girls. It is not a state of things that can be called civilized, where this is so: it is little better than mediæval barbarism. We can be a little proud perhaps when we remember that Massachusetts has *four* Normal Schools, but we are anything but proud when we remember their equipment, and the salaries that are paid their faithful teachers.

The Study of the Classics. — Some of the friends of education interested in *The Teacher* have complained of the stand it has taken in the matter of classical studies. We have repeatedly solicited from them an argument on the opposite side, but thus far without success, and we have therefore printed in our present number an essay by one of the most eminent of living American classical scholars which may fairly be supposed to represent the views of the friends of classical study. We find little in it to dissent from, and little that contravenes the view of those who hold that the time is forever gone by when Latin and Greek can hold the place in our higher education which they have held in the past. Without going over ground made familiar by many recent discussions, or attempting to maintain the views of such extremists as would see the study of Latin and Greek abolished altogether, we would point out that much of Dr. Woolsey's argument is a defence of the enlarged study of *language* rather than of the exclusive study of the two classic languages in the manner they have heretofore been pursued. But we know of no one so extravagant as to maintain that the proper and philosophical study of language is not one main element in every higher education worthy of the name, though we are very sure that the narrow methods borrowed

by our older colleges from England are certain in no long time to broaden into that enlarged study of Philology, in which more than one professor of President Woolsey's own college are such eminent proficients. And we are quite as sure that, while the study of Philology will gain rather than lose by the truer and broader views that are fast being adopted, the preposterous plan will very soon be abandoned of attempting to make *all* boys philologists by cramping their minds, from the age of ten to seventeen, within the narrow limits of the present classical preparation for college.

Language and the studies akin to it will gain rather than lose by the juster views that are beginning to prevail in regard to their place in a true order of studies. We shall even have what our present system of exclusive devotion to classical studies fails almost altogether to produce — good classical scholars devoted to that as a specialty; while the education of the mass of boys will no longer be perverted by the abortive attempt to turn them *all* into classical students.

What Dr. Woolsey says of the aesthetic influence of thorough classical training is doubtless true of that infinitesimally small number of minds who have taste and leisure to carry their studies far enough to appreciate and feel such influence; but the time spent by the great bulk of young men in the enforced study of the classics is worse than wasted; first, because the methods pursued never would lead to such aesthetic results, but only turn the pupils into dry "gerund-grinders," and, secondly, because time and leisure are lacking to carry them far enough, even by right methods, to reap such fruits; while at the same time this truncated and abortive course has been made to take the place of the really valuable study of other subjects. But we cannot agree — nor indeed does Dr. Woolsey venture to maintain — that such aesthetic results of the study of poetry and belles-lettres can *only* be secured by the study of classical literature. We think he overrates their influence on Goethe — certainly few of the great writers of England owe the chief part of their inspiration to this source. And as for their influence in other directions, we think that the deficiencies — great and manifest — of such men as Everett and Gladstone, quite as much as their successes, are to be attributed to their narrow classical training. They would have been broader and manlier men if they had had a broader and manlier education.

While we believe that we shall always have, and could ill dispense with a certain number of good Latinists, good Grecians, good Hebraists, good Sanskrit and Oriental scholars, we believe that the language-element in the higher popular education of the future will be represented much more than heretofore by the wider and more philosophic study of the mother tongue (including its Latin element) and other modern languages. It will be time enough to compare the results of such a study with those of the old classic curriculum when its course and methods shall have been as well systematized and digested, and as thoroughly carried out; but, though we believe in the study of Latin as an element in a modern language training, we certainly would not give every young man Dr. Woolsey's advice, to spend two out of four years devoted to the mastery, even of the modern Romanic languages alone, on the study of Latin and *Greek*.

The *Utica Gospel Messenger and Church Record* of June 20, has been sent us containing a dignified and temperate reply from the Hon. Andrew D. White, President elect of Cornell University, to an attack on the religious character of that promising new institution. If the sectarian press of the country desires to bring itself into utter discredit and contempt it will continue to print such evidence of narrow-minded bigotry as President White here so completely answers.

Harvard College, says the *Boston Advertiser*, is resuming, under better auspices, the more free elective system which was attempted about twenty-five years ago. The present freshman class are, during the next or sophomore year, to learn a little chemistry and molecular physics, a little German and history and rhetoric and psychology, and then decide for themselves on two of the following four studies, mathematics, applied mathematics, Latin and Greek, on which to spend more time. The choice was thus given them between dropping the mathematics, dropping the classics, or combining them in various ways. Three men dropped the classics, forty-nine dropped the mathematics, and sixty-four combined the two. Of these sixty-four, forty-three take Latin (making ninety-two who chose Latin), and twenty-one take Greek (making seventy who chose Greek.) Of the same sixty-four, forty-seven take applied, and seventeen take pure mathematics, making sixty-seven of the whole one hundred and sixteen who take mathematics.

Certainly this small measure of freedom is a step in the right direction. How small a step it is towards making Harvard College a university will be seen when it is considered that before attaining this liberty of choice, a young man is to spend seven or eight years of life on the compulsory and almost exclusive study of Latin and Greek, and when the freedom comes it is simply a choice between more Latin and Greek, and Harvard College mathematics.

The State Association.—We are requested to publish the following preamble and resolutions, passed at a recent meeting of the Hampden County Teachers' Association:

“Whereas It has been earnestly recommended by prominent members of the Massachusetts State Teachers' Association that the annual meetings of that body should hereafter be held in the City of Boston;

Resolved, By the Hampden Teachers' Association that the measure thus proposed is of doubtful utility; for the reason, that the benefits of social gatherings of teachers in the Public Schools can be better secured in the meetings of the County Associations annually held under the patronage of the State, while a general gathering of all the teachers of the State annually, in the City of Boston, is impracticable, and undesirable if it were practicable.

Resolved, That the teachers of the State have an equal claim to enjoy the privileges of the State Associations, the expenses of which are chiefly sustained by an annual appropriation from the State treasury; and as the teachers of the

whole State cannot be equally accommodated, if the annual meetings are held in one locality, the plan of meeting in different parts of the State, sanctioned by long usage, should be continued."

Spite of the objections of our Hampden County friends, we are very confident that the plan adopted for the next annual meeting was the best that could be devised to secure the success of the gathering and promote the pleasure and satisfaction of the great majority of teachers. Nothing like the success of the meetings of last year and the year before was ever attained by any of the other plans that have been tried in previous years; nothing like the impression on the general public was ever made by any previous meetings. The only places in the interior of the State where such throngs could be accommodated are the cities of Springfield and Worcester. No evidence has yet been given that those cities desire the attendance of such a convention; nor would it be possible, even if they were desirous, to assemble teachers there in such numbers. It may be very wrong in them, but they simply will not go to any place but Boston. In Boston and Boston only is it possible to gather such a large and thoroughly live convention of teachers.

We think that the details in the arrangements of the last meeting might be improved on, particularly by dividing it into sections to meet in separate halls, so that the Primary teachers might not be compelled to listen to discussions on the classics, while High School teachers need not, unless they chose, attend the exhibitions of Training Schools. In the Tremont Temple, and its adjoining and neighboring halls, room might be found for even such an assembly as convened last year to divide itself into sections, and carry on simultaneously discussions relating to all topics connected with our Public Schools. Such an arrangement we hope to see carried out, and such a meeting, we honestly believe, is only possible in Boston.

We confess we do not see the point of the first resolution of our Hampden County friends, or understand why such an annual meeting as we have had for two years in Boston need interfere at all with the County meetings. We should imagine that the new life thus infused into the cause would tend to promote the success, and add to the interest of all local meetings.

Geographical Teaching in France. The Paris correspondent of the *Daily News* says that a little book used in the French schools with the sanction of M. Duruy, Minister of Public Instruction, tells the rising generation that "the Emperor Maximilian reigns peaceably over a contented people, and that French influence is, thanks to God, forever established on the South American continent."

M. Duruy will have to recall his geographies. The life of the ill-fated man who preferred the career of a filibuster in the new world to domestic happiness at home, has come to an appropriate end. Pity only that the scoundrel emperor whose tool he was willing to become could not have been substituted to suffer the fate which he much more richly deserves.

INTELLIGENCE.

Mr. A. H. BUCK has resigned his position as Principal of the Roxbury Latin School, and sailed for Europe, where he intends to spend a year or more in study and travel. Mr. W. C. COLLAR, the sub-master, has been appointed his successor, with a salary of \$2,500; and Mr. M. GRANT DANIELL, Master of the Everett Grammar School, Dorchester, takes Mr. Collar's place, and Miss MARZETTE H. COBURN, a graduate in the advanced class of the Salem Normal School, and lately Head Assistant in the Lyman School, East Boston, has been appointed Assistant with a salary of \$800.

Miss IDA M. ELIOT of New Bedford, a member of the graduating class of the Salem Normal School, goes to St. Louis, Mo., as Assistant in the St. Louis Normal School, which is in charge of Miss ANNA C. BRACKETT, a graduate of the Framingham Normal School. Miss CHARLOTTE STEARNS has resigned her place as teacher in the Framingham Normal School to accept one in the St. Louis Normal School, at a salary of \$900.

Mr. LEVERET M. CHASE, Principal of the Washington Grammar School, Roxbury, has been unanimously re-appointed — a decided expression of the opinion of the Roxbury School Committee in regard to the prosecution of that gentleman for alleged improper punishment of a pupil.

BOOK NOTICES.

THE CAMBRIDGE COURSE OF ELEMENTARY PHYSICS. Part First. Cohesion, Adhesion, Chemical Affinity and Electricity, by W. J. Rolfe, and J. A. Gillet, Teachers in the High School, Cambridge, Mass. Boston: Crosby & Ainsworth. 12mo, pp. 324.

It is encouraging to see the increasing attention given to elementary instruction in physical science in schools. Heretofore instruction in these studies has been often made abortive and useless by postponing it too long, and then putting into the pupil's hands some abstruse and technical book, for the study of which he had made no previous preparation. In our view the teaching of physical science should be really begun in the *Primary School*; and there it is now often begun by skilful primary teachers — would that there were more of them! — who train children's senses and teach them habits of observation by well managed object-lessons. Such lessons, while they introduce the little learner to a knowledge of the world in which he lives and the properties of the things about him, furnish also the true starting-point for the study of language, which, without such training, is a building without a foundation.

We believe that the study of the outward world thus begun in the Primary School should be continued in the Grammar School, so that even boys and girls who will not enter the High School shall go out into life with a fair amount of rudimentary and practical knowledge of the laws of the material universe — a knowledge which would prove invaluable to the future mechanic, farmer and shopkeeper, to the future wife, mother and housekeeper. With proper instruction and a proper selection of studies and the proper preliminary training in the Primary School, such a result we believe is entirely practicable. And then, finally, such a course of preparation in the lower schools will render practicable in all

our High Schools the use of such a manual as the one before us, prepared from the lessons, and in accordance with the instruction now given in the Cambridge High School. Of the place and arrangement of the whole course, we shall be better able to speak after the publication of the other volumes, and after time has been allowed for subjecting them to the test of the class-room. We can however say now in favor of the present volume, that it has been prepared by two teachers of eminent practical ability expressly for use in High Schools and Academies;—“no attempt has been made,” say the authors very judiciously “to write text-books ‘for schools and colleges,’ since the authors believe that such books are suitable for neither one nor the other;” that it is based on the very best and most modern treatises and authorities—Miller and Cooke for Chemical Physics; Faraday, Hofmann and Roscoe for Chemistry, and Noad in Electricity—and that we can confidently recommend the volume to High School teachers as eminently worthy of their attention.

THE MASSACHUSETTS BOARD OF STATE CHARITIES, and the Westborough Reform School: reprinted from the *Christian Examiner* of July 1867. 8vo, pp. 18.

We wish that this temperate and dignified defence of a man, the loss of whose rare qualities to the Commonwealth we cannot think of without vexation and regret, might fall into the hands of every voter. What those will have to say, through whose action the loss has been incurred, we do not know; but we heartily endorse, and we believe every true friend of intellectual and spiritual freedom will agree with us—every word of the following concluding paragraph:

“We consider it a matter of the highest moment,—one which the people of this Commonwealth should seriously consider,—by what principles these munificent and noble charities shall be controlled. Still further: many thoughtful persons among us have been alarmed by what have appeared symptoms of a concerted movement, on a large scale and extending through many years, to gain control over our great public institutions of education, charity and reform, in the interest of certain “evangelical” sects. How earnest, patient and hopeless that effort has been, in the case of Harvard College, the public is well informed. We entirely respect the motive which prompts that effort. We cannot conceive how any one, who honestly thinks a certain form of faith essential to the soul’s salvation and the rescue of the world from ruin, can withhold any amount of zeal or exertion which might possibly save the highest interests of the State from being given in keeping to a “liberal”—that is [in his view], an infidel and soul-destroying—faith. But we stand on the plain, broad ground of Protestant and republican liberty, when we say, that the State, in its public action, must not recognize such a motive, or sanction any policy resting on theological ideas or interests of sect. The more conscientious that motive, and the more sincere that policy, the more heartily should it be withheld. And all citizens of the State, who value its true honor and welfare, are bound to watch with exceeding jealousy, any symptom that may be betrayed of a policy, working in secret and unavowed, to effect, by indirection, what our Bill of Rights condemns as ecclesiastical domination and spiritual tyranny.”

We are reluctantly compelled to defer the notice of various interesting books to another number.